

**Explicit Instruction: THE Key to Increasing Academic  
Engaged Time**

**Session 1**

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Office of Student Services**

# Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Welcome

8:30 am – 9:00 am

Dr. Cynthia A. Cave, Director of Student Services  
Virginia Department of Education

Top Ten Review of Evaluation

9:00 am – 9:45 am

Alexandra Hart  
VTSS Coach

Regina Pierce  
VTSS Coach

Part 1

9:45 am – Noon

Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer  
Author and Education Consultant

00:00:00

Dr. Cave: Can you hear me in the back there? I see you, you're waving. I'm Cindi Cave I'm glad to welcome you here today. Now you all know about brain research right? Yeah. So you know that if you stimulate your brain in different ways that you help grow dendrites right, right? So we wanted to stimulate your brain in different ways to, and put you in a new place at this particular hotel, so that when you walked in you would have to figure out where you were going. Glad to see everybody figured it out, and that you're here today. We're gonna have a marvelous two days. Anita Archer is here, and we're looking at the component of the Virginia Tiered System of Supports that is instruction, and I know that you will benefit from this. And I'm ready to get started, but you know we always have a review of what we did the former time when we were together. And the question always is do you remember that, so what component were we looking at last time?

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Dr. Cave: Thank you, thank you Gloucester, Evelyn, thank you Evelyn. So we're gonna have Sandy and Regina are getting ready to start with the review of those, of what we learned the important parts the takeaways. And then we'll begin with Anita, so Sandy are you the one that's taking the mike? Regina is the one.

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Ms. Hart: Okay how is that? Can you hear me? Good, good, good. All righty, so you started with a little do now that was sort of a little refresher. Raise your hand if you felt like you nailed the do now. There we go, one person yay, all righty. All right. So we're gonna start with the top ten reasons why we really had a great time in Virginia Beach and learned a lot. But we always start with our little flowchart, it's on the back of your do now. And remember the big concept about the flowchart is it is not linear.

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Ms. Hart: It is circular, okay. So all of those piece of implementation it's not like you do one thing and then you're done. And remember that it's a reiterative process, you're constantly refining and so last time we did talk about evaluate the process. So it was all about evaluation, and our first really number ten.

Ms. Pierce: Number ten the tenth reason that we had great training in Virginia Beach was that our fellow coaches, Rick Bowmaster and Steve Hale reviewed for us some of the big ideas about communication. They gave us a lot of tips, especially some good tips about communicating in cross generations, and we do have multigenerational teams on our leadership teams, in our buildings, and in our divisions. So we found a little clip we're going to share with you, you know we always do this, to remind us all about some of the hazards of communication across generations.

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[Video]

Ms. Pierce: All righty.

Ms. Hart: Okay so, number nine.

Ms. Pierce: Number nine, I can see I need David Letterman's tips.

00:04:00

Ms. Pierce: Number nine, I think you're just gonna have to hit it Sandy.

Ms. Hart: I think I am. Our old lady is, there we go. Okay number nine reason was that we talked about the two-pronged parts of evaluation, and I see some of you looking at your do now sheets, which is terrific. That's what we asked you to think about as you came in the room today was the two parts of the evaluation process, or evaluation. The process and then the evaluation of student outcomes. So starting with the process we look to see that we're really doing what we say we're gonna do. Do we have all those parts in place, and then we look at outcomes. And we should start to be seeing some gains in our student outcomes. Now we know that systems change takes a long time,

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more than three years. But we've been really working hard on instruction, especially tier one instruction in the divisions.

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Ms. Hart: So we're, you know, we're looking for some improvements to be evident in that. So if we're not happy with our student outcomes we go back to that process evaluation and look to see again do we need, do we really have it in place? Or problem solve, do we need to change something. And then again look at student outcomes. So the bottom line is we want to see evidence that what we're doing is working. It's kind of like when we're talking about students and we're watching their achievement. If we don't see that achievement start to improve and close that gap we change something and then we look again. So it's, it's system approach, which is linked to an individual student approach.

Ms. Pierce: All right number eight, there is a new VTSS implementation manual, how many of you have seen it?

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Ms. Pierce: You were, you saw it if you were at the beach, it's kind of like who was at the beach there you go. So in that implementation manual, it's on the website the nice thing is it's not that lengthy, it's very well written. It has sort of all the highlights of implementation, and if you were at the beach since it's about a short read you could have read it as some of your beach material. But here is a little slide that we all got very excited about, and there is a reason why we got excited about that. That first part you'll see is the paper process, and as the coach consultants that come out and see our job, we feel like all we do is nudge, nudge, nudge. Do you have a guidance document? Have you defined your tiers? Where is your continuum of services, but this sort of explained why we do that. Because if you don't have that paper process in place this is what RtI means to us, this is how we do VTSS. This is how we implement.

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Ms. Pierce: If you don't have that defined first it's kind of hard to say are we following the plan? Are we doing VTSS the way we intended to, well first you have to say what it is you're doing. And then you'll see, you'll look at your results. All right number seven, we had a great speaker from St. Croix River Educational District. Everyone had been asking, saying we really want someone who is sort of in the trenches and just doing what we do. So we brought someone in who was in the trenches, and St. Croix River has been doing it for more than 25 years, they're one of the leaders in VTSS. And she was saying that once you have a data meeting, and again if data based decision making is such a huge component of RtI they're saying that, you know what? We have people

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that go in and say do we do data meetings the way we say we were gonna do data meetings. So they monitor the fidelity of data meetings, and these were their tips.

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Ms. Pierce: Meet weekly, and when you meet weekly be very clear about what kind of data meeting you're having. Are you going to talk about field trips that day, are you gonna talk about Johnny, you're gonna talk about we taught author's purpose did they get it. Be really clear about what that data meeting is for that day. We liked this one, have data. And she had a little thing in there that said in parenthesis, really okay. So how many times have we come to data meetings and it's been anecdotal, or it's been a story. So then again I think some of the other ones are fairly clear about having an agenda, the building leadership we've talked a lot about leadership and she did as well. That that building administrator is really critical, staying focused and then document, document, document, which also goes back to sort of that paper process. What did we do with Johnny, what do we do in tier two? All those kinds of things, you can't go back to them if you haven't defined them first, so all that is documented. Number six, problem solving.

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Ms. Pierce: Problem solving has been a big issue, we didn't start off in the divisions and again I'm saying we all of us here in Virginia that are part of the pilot program that was one of the sort of slower things that we got started in. but here is the bottom line, it's really pretty simple. You can pick any process you want, at the statewide meeting Prince William and Powhatan did a presentation on how do you even look for a process. Which ones do you want to pick, how do you use it, and what do you do? But the bottom line is basically you say what's wrong, you kind of try and figure out why it's wrong, then you figure out what you're gonna do about it. You try that and you see if it works, so that's sort of the bottom line of problem solving and whichever one you pick they'll all work, they're all fairly similar. Number five, this was our show me the money activity. So what Prince William did, Prince William came and did a wonderful presentation for us and had some great handouts.

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Ms. Pierce: The show me the money part was saying, if you're evaluating VTSS all right, so we're doing VTSS. We're up and running, how are we doing it? Is it, you know, thinking again down the line to our student outcomes. If our student outcomes aren't what we wanted, we need to go back and evaluate what it is we're doing. And so what they did for every single section of the benchmark they said, and [Dr. Hinson ?] is here with us today and he put this together. See he has the whole thing and it's also on the website, he said, so if you say yes we're sustaining. Parents are part of, parents and families and that communication is part of our VTSS process. So the show me the

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money part is okay, well give me some evidence of that. so how can you do that? so they gave examples of ways, you know, questionnaires, observations, different ways that you can ask and look and get evidence that you're actually doing some of those things that you said you were going to do.

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Ms. Pierce: So I'll let you look at that for a second. All righty, number four.

Ms. Hart: So number four we talked about one of our favorite things, data. Each group, each division came to the meeting in July with some examples of the way they collect data. And what, how they talk about it, and we mixed everybody up into a different fruit basket style groups so that we could talk across divisions. And you all had some really lively conversations about that data and data collection, so we came away with two big ideas. One is how monumental it is to aggregate the data, and how important it is to have somebody identified who is going to be doing that for your division. And secondly we heard you loud and clear that you really liked to talk to one another, and talk across divisions.

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Ms. Hart: So we're going to put that into place in some future trainings, specifically we are planning some regional trainings in November that are going to just be single day and part day trainings where we're going to talk about some of our tools in our toolbox. So we're gonna have more information on that tomorrow and we ask you to stay tuned.

Ms. Pierce: All righty number three, this was another show me the money activity. Dale Mann gave a presentation about how we're doing, so all of us in the room we've all been part of the pilot cohort. And he gave us the data on how it's working, so I picked one of the slides, but the first thing that we all, the big takeaway was we're always talking about Rtl systems change, or VTSS systems change. It's not just finding a few kids that need it and giving them an intervention and saying good we do Rtl. It's a whole framework, and so we learned that there is a new word for that.

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Ms. Pierce: So there is a synonym for systems change, and that synonym is business process re-engineering, so we've been doing a lot of business process re-engineering here in Virginia and we know that now. so if you hear that it's the same word for systems change, but basically the data says that we have been making changes. We have been doing things like putting in more time for collaborative planning, we have been scheduling more time for faculty collaboration. We've rescheduled some of our classes, we've been doing things a little bit differently over the last few years based on the information that we've gained.

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Ms. Hart: And number two reason we had great training is we talked about the important of evaluation; it's very integral to everything we talk about when we implement VTSS right from the beginning. It's very much a major section in our blueprints, and it's also a major section in our draft blueprint.

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Ms. Hart: Did I say blueprint before? Benchmarks, so you have copies about two or thee per table, so divisions can share on this, you have copies of the draft blue print in the pink. And we wanted to just talk to you a little bit about what it looks like and we're gonna talk more about these on our, at our regional workshops. So if you look at the very front the blueprint is designed for use by either division or school. It is separated and follows along with the same major topics as the benchmarks, but in the blueprint we're really looking for more of the observable evidence of your systems change. The very last page is an addendum where we try to further explain some of the concepts we refer to, and the last section across from the addendum is this one.

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Ms. Hart: The section on evaluation. Now we included five elements there that we thought would be good for you to review in terms of do you have your evaluation process in place. So we are going to give you a few minutes right now to just talk at, at your tables with your division and rate yourself for a few minutes on what evaluation is looking like in your division. So we'll take ten minutes on that.

Ms. Pierce: Ten minutes. Yeah, just evaluation you only have ten minutes.

Ms. Hart: Yeah just that last section evaluation.

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Ms. Hart: Okay, ten you've got ten seconds to finish your conversation. Ten, nine, eight, seven, six, five, four, three, two, cause I know you're on the edge of your seat waiting for the number one reason why we had a great training in Virginia Beach, and the reason is, we sort of came up and yeah we came up with some tools for the VTSS toolbox.

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Ms. Hart: So if you've been spending, if you go to bed at night saying gosh I spend way too much time googling all these other states to figure out how to do VTSS well now you're gonna have your own toolbox. And this isn't our toolbox, this is your collective toolbox. We've all worked on these documents. How many of you have worked on those school benchmarks, how many of you reviewed these things? So this is our collective toolbox, so we have a resource manual, blueprint that you've just been working on, still in draft form, still waiting for more input and even more tools coming so don't walk away without your tools. All righty, so the Segway into our next, into Dr. Archer is if you go back to your flowchart we talk about tier definition, so you have to set up your, you know, what do your tiers look like? Well what's one of the most critical elements of what your tiers look like? It's what kind of instruction do you get at that tier.

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Ms. Hart: And we all know, and after we went through the first two years we all realized probably where we got our most bang for our buck was just good solid first instruction. So we're also gonna show you a quick little link, you take your data and you plan your evaluation data, and you plan your PD around it. So why are we having PD on good core instruction, well our data is telling us to. So here is our first piece of data, and our first piece of data is from Dale Mann, again from that workshop and is good core instruction an obstacle to your implementation. And 17 divisions said that it was somewhat of an obstacle, 4 said it was a significant obstacle. So if that's the case then you, well really need some good PD on good core instruction. Then the second one, and this one was from the statewide institute, and the statewide institute was a lot of you all but then a lot of other divisions from the state.

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Ms. Hart: And really 11 percent of it said yeah we got it, we're knocking the socks off of that. okay, but about half of them, almost half said, you know what we really aren't so good at that. We haven't nailed that yet, so again that's why we need the PD on good instruction, so we have a plan A. You can learn a lot about take your data, look at your data and learn about good instruction. We also have a plan, but if that doesn't work for you today we have plan B, you can look at your data in a whole other way. We're hoping this is gonna work.



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[Video]

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Ms. Hart: All righty, so you're gonna get another five or ten minutes to just, if you need to go the restroom get some more coffee. Five or ten minutes, work on that blueprint some ore while Dr. Archer gets, we transition. [Tape cuts]

Ms. Trulove: Good morning everyone, my name is Susan Trulove I'm the RTI specialist for the Department of Education, and it is a great pleasure that I introduce our speaker for our VTSS cohort training here today in Charlottesville, and also tomorrow. Dr. Archer is a national expert in explicit instruction, we're very fortunate to have her. I had to book her a year out. So we've been a long time anticipating her arrival in Virginia. So let me tell you a little bit about Anita before she gets started, she's an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction.

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Ms. Trulove: She's taught elementary and middle school students, and is the recipient of ten awards honoring her excellent in teaching and contributions to the field of education. Dr. Archer has served on the faculties of San Diego State University, The University of Washington in Seattle, and the University of Oregon in Eugene. She's nationally known for her professional development activities, having presented in every state over the course of her 40-year career. Dr. Archer is co-author with Dr. Mary Gleeson of numerous curriculum materials addressing reading, writing and study skills. She was raised in the Pacific Northwest, her primary home is in Portland, Oregon where she enjoys entertaining friends, attending symphony and opera performances, and practicing her cello. By the way she's a beginner, she also has an apartment in New York City that allows her to walk across the street to Lincoln Center and take in abundant musical performances.

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Ms. Trulove: In fact she told me before she started she has playbills for over 54 events in New York in the two or three years that she's been there. So without taking up any further time we'll let Dr. Archer get started. Thank you.

Dr. Archer: Thank you very much. Thank you. So, you know, when I go into a classroom one of the first things I do is I look at the room arrangement and will it support the teacher's teaching? Well you know, this one did not get high marks; in fact this one gets like low marks. Because first of all they did not make the aisles to match my girth, but raise your hand if you are flexible. I mean if you're not flexible get like a new career, this is it, right?

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Dr. Archer: So I probably, this is the only sort of open space, and if I stand up there then I stand in front of the screens and you can't see. So I'll probably be working from this area, and then occasionally go up there. So you have been working on your tier one, tier two, tier three implementation, and at the very heart of it is the instruction. Yes the evaluation and the data is absolutely critical, we need to monitor what we are doing, we need to monitor what students we're serving. But at the heart of it is what we do, and that is the content we're teaching but also the instruction that we're providing. So last year I had the great gift of a book published that I wrote with Charles Hughes at Penn State on the research on instruction, and that's what we're going to share today.

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Dr. Archer: And I have to tell you having met, I've only met this group I've got a little bit more to meet. But you come with a great deal of background, and so my goals for our two days together which I feel is a total blessing is number one, to validate what you're doing that is research validated, that is worth of children. And so teachers as we go through this day you can say, oh I always do it, I am so good. Oh and if you're lucky enough to sit next to your principal, you can just lean over and say god I am good. And my second job is this, it looks to me like there is a few people who here have taught more than a year and this is actually my 46<sup>th</sup> year of teaching, and what can happen over time is very good practices that made a difference can drop out of repertoire. And we need to be reminded of it, and then to add to your repertoire.

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Dr. Archer: And I know that your goal also is to share information. I want you to know that everything that you've been given will be put, posted on the Virginia website, so that you can share it with great ease. So we'll put up the, no the PDF files but the PowerPoint files so that you can take what slides you want. I say this because, sometimes people don't want to like write on their handouts because it may be their only copy. I'm just telling you it's not, so write. Okay, so you know, I have had in the last four weeks the great honor of doing demonstration lessons in a number of states, and so I was in Illinois. I got to teach the introduction to Beowulf, woo, and I got to teach last week in high school Jacksonian democracy. Woo, yes and I taught intervention in Michigan in an elementary school.

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Dr. Archer: I taught two tier intervention in a high schools or middle schools in the Bronx, and here is the thing. Well actually, and I also got to teach for two weeks I was recently in Australia keynoting the teachers of aboriginal children, a total delight. But you

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know, in all of those environments the children did not differ significantly. That I noticed that some children were not like riveted to my every word, and, and raise your hand if you've ever noticed like lack of rivet even in Virginia. Okay, and I was teaching totally inspiring content, I mean Jacksonian democracy how can you beat it, and introduction to magnets in fourth grade, and the periodic chart in high school. And I noticed that some students were not totally riveted to my every word and inspired, and raise your hand if you've ever seen like lack of inspiration.

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Dr. Archer: And really our only possibility is as much active participation as possible, that good instruction is interactive. I say something, you say something, I write something, you write something. I do something, you do something. I say something, you say something. I do something, you do something. It never can be I say something, I say something, I say something, I say something, is ay something, I say something, see you tomorrow. Raise your hand if you have any students under those circumstances who might check out a little bit. Okay and so I believe it's even possible that some of your thoughts might go somewhere else today and tomorrow, in fact some of them already have. And so we're gonna use the same participation I would use if I had the gift of coming to your school.

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Dr. Archer: And first when answers are very short we will say the answers together. I'll ask a question, I'll put up my hands. This says think, do not blurt, and then when I lower my hands right there you'll say the answer. For example, what day of the week is it everyone? It is, see some of you needed more thinking time on Tuesday, okay. So and we are in the very historical state of, what everyone? Virginia, and you know, when I heard on the news that today I was competing with Bruce doing a concert downtown I thought oh god I better be really good. So I won't tell you but at two o'clock there is a free concert by Bruce Springsteen downtown, and he's also playing tonight and there are still tickets available. Someone wanted to know, I hadn't been invited. Well yes you have.

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Dr. Archer: There is tickets available, so we will also often share answers with a partner, and I'm gonna model with this table. You're number one, partner number two. You're number one, partner number two. You're number one, partner number two. Now if you happen to have at your table an odd number and you know, I do believe principals should give teachers an even number every period. And you know, when someone is absent you should just like send their partner home, but you know, it's not gonna happen. So if you do have an odd number at your table first of all you could look around and see if there is another odd person to join you. I'm looking around and seeing

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actually abundant opportunities there, but if not form a triad with one person being a one and the other two being twos, so everybody get a partner, give yourself the numbers one and two, and go.

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Dr. Archer: ...Okay so triad right there. Okay, and everybody please turn and stare at your partner. And raise your hand if you're a one, and raise your hand if you're a two. Raise your hand if you're a one. Raise your hand if you're a two. Raise your hand if you're a one. Raise your hand if you're a one. Okay. That was just a little awakesness check, okay. So we are going to look at to me the heart of any reform in schools including the Rtl movement across our country, which is the quality of instruction.

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Dr. Archer: And you know, today as I reflect back on the last few weeks I've keynoted a number of conferences and all of them were focused on the common core and I'm sure that's been mentioned in Virginia. But one of the things I'm noticing is we're spending a lot of time looking at what are the standards, and you know, it's not that difficult to set standards. I mean if you ever have a committee option, get on the standards committee. Okay we'll have the kids learn this, it is much more challenging to get children to leap up and over those standards than to set them. And we're aren't putting enough time into how we're gonna get there, you know, that's like someone saying okay you need to lose 150 pounds, see you in a year. But you know, there is a lot that happens in between that, and a great deal of it is good instruction.

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Dr. Archer: And so that's what we're going to be looking at. Now the last thing in terms of our participation, we'll say things together, we'll say things to partners, but I would like to you to locate a, if you can, a piece of paper that isn't the small tablet. And so, now like this person came with school supplies, whoa, whoa good job. Excellent, so you might have to borrow from a friend, like woo a tablet here excellent.... Excellent.... Okay fall silent.

00:39:00

Dr. Archer: So at the top of that would you write best practices. And as we go through our two days together if there is a practice that you say I as a third grade teacher could use that to strengthen my tier one instruction, I as a high school social studies teacher, I as a middle school language arts teacher, that will be useful for me to be remember. You're going to make a note of it, our administrators you're going to note things such as, wow I really need to follow up on that. This would be important for me to focus on, so after each major break you're gonna share what's on your best practice list. So does

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something need to be on it, yes or no everyone? Yes okay, all right, so now you have in front of you, we have color-coded handouts. Woo, and so would you find yellow and we're gonna do a little introduction to where we're going.

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Dr. Archer: Just one last little housekeeping, we will have a short break this morning and if you looked at the schedule we also have a noon lunch. And then just as the stewardess said as I flew here from Orlando, got on and said, if it has an on and off button turn it off unless you're taking notes on an iPad or a computer. No cell phones, no smart phones, no dumb phones, no texting under the table, no sidebar conversations, everything that might take away your attention or someone else's putting that away. But of course you can have it to take notes, woo woo, you've already set yours up good job. So we are going to, okay great break. At break that's fine, thank you.

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Dr. Archer: So we just got a little piece of equipment missing, and now we have it woo, woo. Good, okay. So we are going to look at instruction, and if you will find this slide, this is the result of us spending a few years reviewing the research from the last 30 years on effective instruction. And summarized in this book, and you know, you were saying Susie maybe are you gonna show something on iTunes, well we have put all of the videos on a website that is free downloads. And there is an elementary section and a secondary section, and those videos might be useful maybe throughout the year at a staff meeting to analyze and review different instructional procedures, so those are available to you. And you have to be really careful with the website because we wanted, [www.explicitinstruction](http://www.explicitinstruction.com), because you write a book about explicit instruction you sort of have to call it explicit instruction.

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Dr. Archer: But we were hoping for dot com, but it was already taken for other explicit information. So you got to be certain you go to dot org, so well when we look at explicit instruction you might be very well aware of a whole series of research reviews that was done by the office of education under a project called ideas that work. And it's really a useful site because they had reviews of explicit instruction and vocabulary instruction and background knowledge, very useful summaries. And when they talked about explicit instruction they said, it was not random rather it was what everyone? Systematic, okay. Now I'll tell you what, when I use because I'm not up there to touch it, I will put my little laser on this screen

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Dr. Archer: I'm not certain why we have like this screen and this screen, but you know, it's their vision. The hotel's vision of this room, obviously not a teacher vision. So and when we look at that research the research that looked at what do the most effective teachers do that make a significant difference, what do those teachers that are often now called the value added teachers, that when we look at the gains of their students and compare it to other classrooms where the teachers have the same demographic flowing into their room that they make significantly higher gains. So that the instruction is systematic and addresses both delivery and design. The design of lessons, the design of curriculum, but also the delivery of it. When we defined it we basically said it is instruction that is what everyone?

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Dr. Archer: Unambiguous, that there is no possibility that what I'm teaching you today you're going to miss, that my job is to make it so very obvious that you can also gain that information. Well I've already been asked this question by three teachers right here in this room, shouldn't we be doing mostly discovery and won't that be more authentic? Won't that be more compelling to the children if they can discover information? And it's almost as if we have created two instructional camps, one is explicit instruction and one is discovery, and never the two shall meet. Like the democrats and the republicans, like they tried last night but woo no. and so, but instead of looking at it as two separate camps it is best looked at as a continuum, and the research is pretty clear about what are the variables that would lead us a teacher to pick one or the other.

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Dr. Archer: So I think this is a really important place to start, and so if you will locate slide number four and this nice little diagram. So instead of looking at this as I always do explicit instruction or I always do discovery, looking at it in terms of well what conditions would lead me to make that decision. And it appears that the first critical thing is the amount of background knowledge that the students have seems to be the cutting edge of whether they should, would really profit from explicit instruction or discovery. So it isn't a matter of who I am teaching as much as what is their background knowledge at this moment in that area, and thus they would profit from it.

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Dr. Archer: And so let me just give you a little example. On, when I was coming home from Australia I put my computer bag up above and someone had a lot of luggage that they jammed and jammed and jammed. Well the end result is that it broke the glass on my computer, and so that was just a, you know, little, little hazard, so when I returned to Portland for a day my assistant he had already been warned about this, and he had a new Mac Pro. And he said, well Anita this is your 29<sup>th</sup> Apple computer that we've had in the course of your career. And he said, sure enough you bought your first one in 1977,

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some of you were not born. The very first day that the Apple computer, original Apple computer, personal computer came out I bought it.

00:47:03

Dr. Archer: And I even bought two years later the first portable, which weighed 35 pounds. And I actually kept those two in my basement in case the Smithsonian ever wants them, but since that time I've had many. Now when I first got my computer I didn't know what a menu was, I didn't know what a mouse was, I didn't know word processing, I didn't know Excel, I didn't have any idea about those programs. Is it possible that I might have profited from very explicit instruction, yes or no everyone? Yes there I needed like a teacher to very explicitly take me through it who would assume nothing. But now that I have my 29<sup>th</sup> is it possible that I could like read the manual yes or no everyone? Yes, so because of the amount of background knowledge, same person different background knowledge.

00:48:00

Dr. Archer: Well there is another variable that leads us to the decision for explicit instruction, and that is the children's own history of learning. It appears that if they have had a history of failure where they have had difficulty obtaining information that they also profit a great deal from explicit instruction. So raise your hand if you are an interventionist or a special Ed. teacher, raise your hand high. So for example, you will not find a research validated program for tier two or tier three that does not use explicit instruction. None of them use discovery, if the students had discovered it they never would have met the special Ed. teacher, and so instead it is very very explicit. So when we look at the whole idea of tier one, two and three when we're discussing tier two and three it is obvious that very explicit instruction would be needed.

00:49:12

Dr. Archer: Because both factors are missing, the students have little background knowledge and a history of failure. But is it possible even in tier one that we're teaching some things for which the students have no background knowledge, yes or no everyone? Yes, absolutely. I was in a high school class, and I will dedicate this to our high school social studies teacher. And the book said, have the students write down what they already know about World War II, so I am out going around and listening in. And one child wrote down, World War II, it was a war in the world I presume the second, right? Right. And actually Jeffrey that's what I said, nice job using the background knowledge of my last sentence.

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Dr. Archer: So it can happen in definitely in elementary, middle school and high school in tier one, but let me just tell you a recent story that really showed this dichotomy in terms of explicit versus discovery. And forgive me it's another Apple story, but Apple is our number one company in the United States, but this summer I was in Nebraska at a high school. And the tech person asked do you need to go online, I said yes I do. He said, well to do that in our school I just have to go on your computer and change a few location numbers. Okay, and which he did and I was able immediately to go online at the high school, but nowhere else in the world. And so I left the high school without having him go back in, and for five days I had no computer access. Now for someone who gets like 250 emails this is not good.

00:51:02

Dr. Archer: And so I said, I'm gonna, I'm gonna have to figure this out, and so I said, well I'm going in on Sunday morning I'm flying into Portland I'll make an appointment at the Apple store with the genius. If you've ever gone into an Apple store at the back there is a sign that says genius, so I got the 10:30 Sunday morning holy session. And so I went in, and I went to the genius told them the story and he said, no problem I'll just like fix it up. And about five seconds later it was all fixed and he showed me that he was, I was online within that. and he said, now do you want me to show you how? I said, no. That I don't have enough, what everyone? Background knowledge, and if it happens again I'll just visit you. So then I wasn't certain though that, I didn't feel confident that I'd be able to get on the net anywhere, so I said to him, would you mind if stay in the store for a few hours and do some of my work.

00:52:07

Dr. Archer: And he looked strange, but he said, yeah okay fine. And is aid, where do you want me to sit? He said, well go over to the tutor table, so there is a big table with a sign that say tutor and there is a tutor okay. So I went over there and there is no one with the tutor, the tutor says do you have a problem. I said, no but if I do woo you're here. And so I sat down and started doing emails, well about ten minutes into it a woman enters the store. I'm 65, she's a little bit older. She's carrying a MacBook Pro, and she comes in and says, my daughter gave me this MacBook Pro, yeah and I got stuff on it. Lots of music on it, she put all the music on it, and now my niece wants it and I have to make a, I have to make either a CD or a DVD I'm not sure which one, a CD or a DVD but it's got to have the songs on it. And I spent all morning, and I went through and checked them, and I spent about two and a half hours and I checked them, and I don't know how to do it.

00:53:02

Dr. Archer: And I don't know is it a CD or a DVD but I got to make this for my niece. I said to myself, oh boy this is gonna be interesting. Because it appeared to me that she



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had very little what everyone? Background knowledge, I mean if you don't know a DVD from a CD woo that was like the first hint, but her whole demeanor told me woo history of failure here, has like no idea. And so, so at that moment I closed my computer, got out my yellow tablet to take notes. And the tutor said, so you need to make a playlist. She said, what's a playlist, I don't know what a playlist is, what's a playlist? And he didn't answer her, and then asked another question, and said, have you ever formed a file? And she said, oh yeah I've got lots of files, I have whole big bunches of files, I have lots of files. How about on your computer? Oh no.

00:54:00

Dr. Archer: And then he said, well have you ever had a chance to drag something from one location to another? And she said, now you have to have this in context, she said, I'm not going to the gay parade. I'm not going in drag okay, right out the door 10:30 on a Sunday morning it happened to be the gay parade, and so okay. So he continued to ask questions, and finally she said, stop I can't do this. And she said, I'm leaving. And she left. And so I said to myself, huh I sat there and I made like a little chart, and so I then went over to the tutor and said, you know, that was so fascinating. I, I just want to find out cause I was so surprised that you just kept asking her questions versus like teaching her. And he said, well you know, that's the Apple way the Socratic method we want everybody to discover it so that they'll be independent in the future.

00:55:01

Dr. Archer: I said, well you know, if you have no knowledge you have no foundation on which to like discover, and so I said, you know, I made you a little chart here. I did. And I said, you know, there, there is more than one way to support and scaffold individuals, and I don't think that in this case that you choose the best way. So I just want to take you through this, and then I'll model it for you, and maybe it will be helpful if you have a customer like that in the future. And so I said, so here you have customer and you do instant assessment of do they have any background knowledge, and are they having any kind of frustration? Or any kind of past failure, and if those things are true you want to go this side of the diagram. If they seem to have had a lot of experience and aren't frustrated but just like want a little hint from you then you can go over here to the Socratic discovery method.

00:56:08

Dr. Archer: But she had great failure, and definitely had no background knowledge. The first hint being the CD and the DVD, and then I said, you come over here and use instruction, teach her. And I said, well let me show you, and so we'll pretend that she was you. So I said, so first thing is you would touch her computer, move it over here. She said, oh we never touch their computer. I said, get over it. You can't model unless you do it on her computer so that it makes the most difference, and I said, so starting

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out with this. Oh you need to make a playlist, you know, of course a playlist is a list of songs that you're gonna play. Just like on the back of a record, she would know that or a CD.

00:57:00

Dr. Archer: And so, so I put up iTunes, you've already been to iTunes cause you've checked these, good job. Reinforcement always helps. Now so we first have to make a file, electronic file and here it says, make file. So we're gonna touch that and it needs a name, and now you said it was for your niece how lovely for you to do this. Oh graciousness help, and so why don't we call it niece's songs would that work for you? Now we got like a playlist, later you can make your own if you want to do it for someone else. Now we have to move the ones that you've checked, good job checking them, we have to move them over to that file. My turn first, I move the cursor over. I touch, I drag it and then I release it. Oh let me try the next one you checked already, touch, drag, release. Touch, drag, release. Touch, drag, release. Okay you got it, okay I'll help you out, your turn.

00:58:01

Dr. Archer: Okay touch, drag it over, oh no, no, no you can't live your finger in the middle. Touch, drag now release. Oh there you got it, see now we already have seven songs in there, I notice that you did about 100 didn't you? So, so I took him through it, and but then I ended up with this, just to make it convincing. I said, you know, stand up and look around this store you might notice that a lot of your people are not in their 20s, no. There is a lot of people here in their 50s, 60s and 70s, and you know what? They probably need some explicit instruction, and not only that they have money, so you need to get like you know, a new plan here. So, so later I made, first I just typed it up to send it off to Apple, and then I thought oh they would never like read it. So then I had to get an app out and do creations and send it to them electronically with me speaking, cause woo we're trying to convince them so I'm gonna go to Apple and talk to them about instruction.

00:59:02

Dr. Archer: Exactly what we know, that discovery has its place when the students have lots of, what everyone? Background knowledge, and it has a place when they have had a history of success. But if those aren't in place then the students profit more from explicit instruction, and on tier two and tier three it's a necessity, it isn't really an option there because we have to accelerate their acquisition. And then I had teachers say, but Anita that sounds like it's so teacher centered not child centered. You know, all instruction is child centered; if I am choosing what to teach it I am thinking about you. I've looked at that data, I know what you need. That's very child centered, but then they

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would say, but you know, every child creates their own information, well absolutely of course. All, every, every learner in this room in constructing information differently.

01:00:00

Dr. Archer: My job as the teacher is to optimize the conditions that you will construct it in a way that you will get it, and that is what our job is. So if it appears teacher directed it's teacher directed and student centered, and the purpose is to set the situation up so that children will construct it so that they can maintain it. So yes, I'm a constructivist who is teacher directed with explicit instruction okay. So now when we wrote that book we used sort of these three ways to talk about it. That the research looking at it shows that first of all the instruction is very, what everyone? Systematic, and so both in terms of the content and in terms of the design. Very systematic, and very intense. And it is, what everyone?

01:01:00

Dr. Archer: Relentless, and this actually addresses the aspect of practice, because when I go to schools it appears to me sometimes that the reasons students are obtaining at the level we wish is that we've introduced content, we've even determined that it was critical, but we didn't provide the amount of practice that would lead to mastery. In fact I've been in classes many times where I'll ask the teacher what was your purpose today, and they'll say well my purpose was exposure. I wanted to expose them to that content. You know, we have a lot of children that are over exposed and under developed as a result, and where we just haven't given them the kind of practice that will lead to mastery. And we know both from instructional research and brain research that if you don't have enough practice that you're not going to retain it. We even have in the United States we have mottos that sort of [demofy ?] practice.

01:02:07

Dr. Archer: Things like drill and kill, drill and kill, you know, we have not one reported incident of an American child dying because the teacher said, do one more problem. We have not one, one reported incident where the teacher said, let's continue working on fluency. Let's read that again, and even internationally no. Not one incident of the teacher saying let's do that again, dead. In fact it runs totally counter to what we know about learning. We know from the brain research if you don't rehearse it you don't get deep neural pathways that lead to retention, and we know from the instructional research if we don't have adequate practice we don't retain it. So sometimes it's not that we're not teaching the right stuff or introducing it the correct, but we're simply not giving an adequate amount of practice that would lead to mastery.

01:03:08

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Dr. Archer: And then it needs to be what everyone? Engaging, you know, this is, I'm very blessed and I will teach many more years, but the 46<sup>th</sup> year of my teaching and I look back at my first year. And you know, it was easier to maintain the attention of students then than it is today, and raise your hand if you think that's even a reality in Virginia? Okay, and so that I have to use even more of my knowledge in terms of engagement when I am in classes today. In fact when I look at instruction and what a district might do to work on instruction I usually suggest that they might want to start with the engaging part of it.

01:04:02

Dr. Archer: And so I'm actually gonna switch us in order today, I know it seems odd, but I'm gonna put what I would put first as a mission in your district first. And so I want you to put yellow to the side, and you are going to locate the handout that is, what would we call this? Beige, tan, buff. Okay, buff, woo buff. So grab buff. Excuse me. And if you would I would like you to hop over to slide number, get this up.

01:05:04

Dr. Archer: Slide, it's reading it. Reading four. So when we looked at the definition of explicit instruction and the fact that through that research, researchers looked at what did value added teachers do both in terms of the design of instruction and the delivery. These are the variables that came out as most critical in terms of delivery, and so first that the teacher would request from the students frequent, what everyone? Frequent responses, and there are many reasons for this, but to me when I've worked in elementary, middle school and high school we had to make this our first priority was increasing the engagement and the active participation of students.

01:06:03

Dr. Archer: As number one priority in transforming, and extending the quality of instruction, and as these students are resounding then we would gather from them, we would carefully watch their performance and monitor it. And in response to it we would give them what everyone? Feedback. Now feedback happens to be perhaps one of the most critical aspects of instruction. Maybe you have read the book by John Hattie called visible learning. John Hattie is a researcher who when he wrote that book was in New Zealand, now he's in Australia but he started his career at University of Washington where I was also a prof, and he was looking at 900 meta analysis in education. And his goal was to find sort of the Holy Grail, what are those things that make the most difference?

01:07:03

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Dr. Archer: So if you get his book and I would say it should be on the desk of every principal, administrator here, Hattie, H-A-T-T-I-E, Hattie, he has a little gauge showing the effect sizes of different interventions in relationship to instruction of elementary, middle school and high school students. For example, it can make no difference or it makes a lot of difference. For example retention is one of the lowest, it makes almost no difference, but on the other hand very explicit instruction, active participation, but the highest one in terms of instruction is feedback. That it is in the moment that we provide kids feedback on how they're doing that often learning occurs, and so that I'm a math teacher and I say write this problem down and solve it. Look up here, let's solve it together, boom in that moment that I started in the wrong column I get it.

01:08:03

Dr. Archer: The teacher says, everybody you wrote a introduction to your essay and you grabbed the attention, state the opinion and previewed the reasons, and we are going to edit yours together. Thanks for offering that opportunity, and we do that and then we have the peers give feedback to their partner. But it is in that moment of feedback that great learning occurs. Principals here probably get Educational Leadership, and two months ago the educational leadership, the whole Educational Leadership was on feedback. It is by far the best journal that's ever come out of Educational Leadership. It's excellent, every single article in it is very useful, so you might want to read that and also share it with your staff article by article as you pick out the ones that are most useful to your group. So we gain responses, we monitor those responses, and we give them feedback.

01:09:05

Dr. Archer: But the pace of the lesson also makes a difference, that it needs to not be pokey but pretty perky for learning to occur. And we'll look at what are the benefits of a pace that moves along. So to me if we have appropriate content, and we have a design of instruction then we have to be really certain that the delivery is appropriate. So we're gonna start by looking at responses, and I'm gonna go over to slide number seven. And we'll just look at, so be certain that your partner has the right handout out. Is there a buff behind you?

01:10:00

Dr. Archer: Thank you, thank you. That's good. Okay, so I took a moment and just listed, and also had the benefit of reading every study on active participation of what were the benefits. But let's just think about the benefits to your elementary, middle school and high school if the teacher constantly made it interactive and got students constantly involved. And the first one is that the students, there would be what everyone? More engagement, and also more behavior that was, on task. But the third one, particularly for secondary students is actually very critical, the students would feel

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more, what everyone? Accountable, see when I go to high school, and raise your hand if you have the gift of being at high school.

01:11:01

Dr. Archer: Sometimes it appears to me that the students believe if their body makes it to class they've like met their entire obligation, that actually participating is like whoa. And so but if they're held accountable they're more likely to participate. And we also know that if I constantly engage you that I'm gonna have more appropriate behavior, and probably one of the best research results was a reduction of management problems. In fact I always tell people if you're also working on management of course you are as a part of this project, that if you want to reduce management problems increase active participation because that will reduce that. And of course it keeps the class moving along as children tell me it's not so boring if we get to be actively engaged. But of course our next purpose is not just to help establish a learning environment, but we use active participation to check for, what everyone?

01:12:05

Dr. Archer: Understanding, so that we can monitor are they getting it, are they not, and adjust the lesson. Do I need to go over it, do I need to review it tomorrow, do I need to extend it, do I need to work with a small group? Do I need to follow up with James, and also to give the students, what everyone? Feedback, and the most important reason that we get responses it promotes, what everyone? Learning, for every time I ask you to respond you have to retrieve cognitively information, and you respond and the end results is I've increased the probability you will retain it. So to me the three Rs, are retrieve, respond, retain. Everybody, retrieve, respond, retain. Again, retrieve, respond, retain. The more you retrieve it and have to respond the more likely you are to retain it.

01:13:00

Dr. Archer: So we have some very good reasons, and now in terms of the research they of course limited the number of variables that were looked at, and the three that were most consistent across studies were that when we had the responses go up in a class so did the academic what everyone? The achievement, and also there was an increase in the behavior that was what everyone? On task, and it reduced management problems. Now there is a caveat though, if I have not taught the content well and I call on you and you have no idea and I say, say the answer to your partner and it's incorrect, and I ask you and you say, uh, then we don't get those gifts. If there is a huge level of inaccurate responses then we get lower achievement.

01:14:04

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Dr. Archer: We get higher off task behavior, and also behavior problems so we do need to ensure that we're teaching in a way that sets the kids up for success. So one study just gave us some guidance on, well what level of success might we hope for. And if I'm teaching new material is it possible that students will make some errors, yes or no everyone? Yes okay, and so we would expect there to be errors, but not really low accuracy, about 80 percent would be the lowest that would be desirable even as we taught new material. If it's review and we've taught it to mastery it should be higher. Well one way to look at active participation, and the way we're gonna organize it is to ask our self what are the responses we could gain from kids and we could put them in these three categories.

01:15:01

Dr. Archer: The responses could be ones that are, what everyone? Verbal, the response could be ones that were, what everyone? Written, and the response could be something that is action. So we are going to do exactly what our high school teachers would do before they taught a unit, they would want to brainstorm what the kids already knew so that they could support and extend that, so we are going to do that and hopping over to slide number 11. So we are going to brainstorm this, and you are going to say well how could kids respond in a way that is, what everyone? Verbal or written or action. Now my turn first, so we are waiting for a doc camera, which has arrived, but I'm going to, I had to think of a way to do this easily without that.

01:16:00

Dr. Archer: So raise your hand if in your class or that you have an iPad, actually this group seemed to be pretty iPad savvy. Raise your hand if you have an iPad, high, high, high, high, high, okay admit it. Okay good, so well it could be your personal one but that doesn't mean you couldn't use it in your class. And so one possibility I use in lots of lessons now are my trusty little iPad, and so and of course I can show that on the screen just by connecting it to the same connector you would use oh be quiet. That's because I put that down, okay I hear you. Okay, let's see if that comes on immediately we hope so.

01:17:00

Dr. Archer: Yay, okay and so the responses could be what everyone? Verbal, and already I've used two with you. I've had you when the answers were very short I had you say it together, which is what kind of response everyone? Choral, and I've had you share answers with whom everyone? A partner, but there are many other possibilities that are verbal responses that I could obtain in a class. And I could do a response that is, let's see what happened here. Don't you hate it when it doesn't work, okay now we could have responses that are, what everyone? Written, and there, I could have you write down an answer. Maybe I am teaching spelling and I say write this word down, or

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math write this problem down and solve it, or in language arts write down, use a sentence starter and write your answer.

01:18:01

Dr. Archer: And they could do a what everyone? A, a do now, so when I came in you already had like a do now. We used to call them warm up activities, but now the current terms is like a do now, and we could have you write on a what everyone? A graphic organizer, or on a post-it, or fill in a vocabulary log, or write on a journal. Or as you were leaving class you had to write down the big idea of today in science, or you had to write down a vocabulary word and it's meaning, an exit ticket. So there is lots of possibilities in terms of written responses. Another possibility is that we could do a response that is an action response. Raise your hand if you work primarily, we have some pre-school people here, but pre-school, K, one, two or three. Raise your hand high, okay.

01:19:00

Dr. Archer: So one of the things that is useful for you in terms of action is having students touch things, in fact this should be like a constant. Put your finger on the letter, put your finger on the word, put your finger on the picture, put your finger on the number, all in hopes that their thoughts will join that finger. So here is your job, on your own not with your partner you are going to add to these three categories of responses that you use, response that you're aware of, and continue filling in the verbal, the written and the action until I say stop. So everybody on your own paper, if I come to you be certain that I can see your nametag so I can see your first name. So on your own, not with your partner adding to this brainstorm and begin. [Tape cuts] --area, so many of you wrote down for verbal responses you could have choral responses and partner responses. Excellent job writing down what was on the screen.

01:20:07

Dr. Archer: But Belinda said that the students could share answers with a partner or a team, and explain their answers. And that's actually rather significant because we don't want to just ask yes or no, we would want to ask well why did you come up with yes or no, the whole why possibility. And Cynthia said that we could have kids in groups, table groups, team groups in addition to just working with partners, and Sally noted a practice that's actually in your notes called whip around or pass, where we could start any place in the room and whip around the class very quickly if the answer had a whole variety of possibilities. And Katarina said we could use think, pair, share, which is what we just did, excellent. And other answers, we could sing. Only recommended for some teachers.

01:21:03



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Dr. Archer: And Mary said that we could call on individuals also, and one of the things we're gonna really emphasize is there are times for that and there are times where it is not the best practice. In American schools the most common practice of all practices of teachers is this, I'm teaching along. I ask a question, I open it to volunteers. Laura, raise your hand with, with more enthusiasm and I call on you, and then I teach. I ask a question, open it up for volunteers, Laura raise your hand and I call on you. Most common practice of American teachers is calling on volunteers, and who is most likely to raise their hand high or low performing students, which one everyone? High, assertive or shy everyone? Assertive, students that are proficient or emerging in English, which one?

01:22:00

Dr. Archer: Proficient, and that is exactly the problem as I am focusing on oh gifted one, the highest performing, the most assertive, the most proficient. A practice that I call teaching the best and leaving the rest. So here we have a practice that needs to be reduced significantly in order to have equity in our classes. so we'll be looking at that one as one when it's appropriate and when it is not appropriate. And then we looked at written responses, and so looking at this on my cute little iPad. You had, well we could write down answers, we could do now, we could do a graphic organizer, we could do a post-it, we could do vocabulary log, we could do a journal, we could do exit and then I came to Steven and he said, well the kids could take notes or they could highlight, so those are two written responses.

01:23:03

Dr. Archer: Amanda however got stars all over her paper. She said, they could write on a white board, and then they could display their answers. Now whether we call them white board, it's kind of interesting to look at what people call them. Because when people wrote it on their paper in Virginia they called them white boards. If you were just to go over to Pennsylvania they call them wipe boards, wipe them off. So I was there and a man raised his hand and said, well you're talking about wipe boards. I said, I'm talking about white boards, well are those wipe boards? No they're white boards, no they're wipe boards, they're white boards. We went back until we realize woo, same thing. So white boards, but let's just take a moment and talk about the studies on the use of white boards, which I want to tell the high school people right away the most recent study on white boards was done in high school chemistry.

01:24:00

Dr. Archer: The kids walked in, everyday they had a quick quiz and they wrote the answer on the white boards and held it up. So it's not just in elementary, but so here is how the study went. This group of students I'm going to teach you and you're going to write answers on paper, and then I'll give you feedback. This group you're going to write

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it on a white board, and when I say show me you're going to hold it up. The content through the long study was exactly the same for both groups, the only thing that differed is you wrote it on paper, you wrote it on the white board and displayed it. And yet the immediate and long-term attention was much higher in this group, so I want you to discuss with your partner why do you think that the white boards won in that study? Tell your partner why you think that it might have happened, and go. Excellent, beautiful, right on. [Tape cuts] --more fun to write on, write on a white board it would be novel.

01:25:00

Dr. Archer: But if we use it all the time of course it would be a little less novel, and you get to write bigger, you get to write with markers, you get to smell the markers. But right away as I walked by you immediately, your first idea was accountability, and that is what they found. That for example, if I had 30 kids in a 5<sup>th</sup> grade, and you were back there and I said write this down, you're looking at me and thinking she will never know. But if you were having to display it would I know, yes or no everyone? Yes, so there was simply more accountability, but they also found that the quality of what the kids wrote down was higher because it was going to be displayed to peers and to the teacher. So if it was like spelling they took more time to like look at it before they held it up, but there was also another benefit in that if you wrote it on paper and I moved around the room I might see your answer and yours and yours and yours, but not everyone.

01:26:05

Dr. Archer: But when the kids held it up I was able to monitor everyone, and thus the feedback would be a more accurate reflection of your attainment. So then when I adjusted the lesson it wasn't just based on a few it was based on everyone. So the biggest ideas were the students felt more, what everyone? Accountable, and you know if you work with kids that are fifth grade and above this is sort of my law of older children, if I cannot hold you accountable you believe it is optional. If I cannot hold you accountable you believe it is optional. And some of those middle school and high school kids are going with optional, so this was accountability. Accountability, quality and ability to monitor. Well, another answer that is somewhat related to this is some of you wrote down that the students could have response cards that they also held up.

01:27:08

Dr. Archer: So we'll look at that in relationship, another idea what Francine said, well we could use, have them respond on our smart boards, and raise your hand if you have a smart board. Okay, now I just want to tell you that just because it's technology does not automatically make every use of it quality, and so I had a opportunity to go through all of the training materials on smart board and I can tell you some of the activities aren't any better than when we had a piece of chalk and a chalk where one kid came up and did something. And so let me just use as an example the most common of all of the

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uses of the smart board in terms of student responses. They have one suggestion that you put up the definitions of a word, or the words and their definitions.

01:28:04

Dr. Archer: And when you touch them both and come together it goes poof and they go away, okay and so it's like very cute. But the way it's used often is Karen come up and do the next work, now is it possible that as soon as I say Karen and have her go up the smart board that not everybody is like thinking of the answer, could that happen, yes or no? And so then she matches up and it goes poof, and so all that we've gotten out of it is Karen knows well poof it's checked. But not necessarily everyone else, so we have to be certain that we use the same criteria for all active participation even for technology. Just because it's technology did not anoint it great, and so let's say that I'll show you how I change that. I would number or write up the words and I would then also put up the definitions.

01:29:02

Dr. Archer: And I would number the definitions, and I would say read the first word good, now look at the definitions on your white board please write down the number of the definition that matches it. Work, work, work everybody, show me. Good, Karen hop up here and see if that's right. Karen goes up and goes pop, good job. So it can be often better used as feedback but if you don't have everybody engaged it's not optimum, that is one of the laws of good active participation is everybody has to be engaged not just one. So we have to watch what of those are really useful uses or how could we alter them to make them very useful. Well now Karen also said that at their school they have clickers, and clickers actually came out of the research at Boulder at University of Colorado.

01:30:04

Dr. Archer: They did big clicker studies, students would enroll in one of two classes for like 101 Psych or Sociology or English and the same prof would teach it. One a clicker class, one a non-clicker class. And you came into the clicker class and you had a multiple-choice item to start out which was review. And the students would pick their answer, click it in, discuss it with their partner and then they could amend their click. And the same thing in the other class they put up the multiple choice but it wasn't clickers, they wrote down the answer, and then they discussed it. And the clicker class won, so now if you go to University of Colorado, Boulder everybody gets a clicker. You know, the only sometimes in studies they forget maybe there is another variable, and having taught university for along time I wanted students to come to class.

01:31:00

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Dr. Archer: And I wouldn't necessarily with 100 students always have a record of that, but now with the clickers you would. So I had the feeling maybe more students or at least their clicker went to class, and so, but so we'll look at the parallel which is response cards. Which is sort of parallel to the electronic version of clickers. Well another possibility is that we could have students not only do written responses, but let me go back this way they could do some type of action. And they could touch something, Mary wrote down they could also act something out. Now one area that acting out has good research is in vocabulary instruction, and so for a moment be my elementary students.

01:32:02

Dr. Archer: And looking up here, virtual board here, pretend board. This word up here is the word ingredient, what word everyone? Ingredient, what word again? Ingredient, when we follow a recipe it tells us what to put in the new food, and everything we put in it is a what everyone? An ingredient, so for example it says on this recipe pretend that the first thing we're going to put in our chocolate cake is flour, so here is my bowl and the flour is a what everyone? An ingredient, then it says put cream in it. The cream would be an ingredient. Everybody hand in the air for the recipe and make a bowl, I'll be watching the high school teachers. Yes that's why I walked over here for monitoring, and the next item is chocolate, the chocolate would be a what everyone? An ingredient, and the very next one is more chocolate.

01:33:01

Dr. Archer: The chocolate is an ingredient, is it possible that you might remember it longer acting it out, yes or no everyone? But it's not just in the elementary school, I was teaching at Harrisburg High School, 11<sup>th</sup> graders preparing them for a passage in literature. And we had the word recoil, and we looked at the morphographs in the word, and then I said put your arm doing it, doing it, doing it. And now recoil it, and put your arm out, and recoil it. Well the 11<sup>th</sup> graders gave me like attitude, but the next day I gave a quiz and only one item did 33 students get right and it was recoil. So I said to them, why do you think that more kids got this one right? And they went cause you made us act it out, and I said, yes. And you know at this school we make data based decisions and woo we'll be acting it out a lot. And they went, ugh.

01:34:00

Dr. Archer: But Sarah also said that we could use hand signals, now I know even in Virginia some middle school signals know some hand signals. But we're talking authorized here, and some of you had thumbs up, thumbs down, agree, disagree, and most often it would be where we might have numbered items on the smart board. And I might say, I'm thinking of one of these vocabulary words, what word is it? And they would show the matching number. Now hand signals like the slates have significant

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research, it percolates right up to the top because we could hold the students, what everyone? Accountable, and we could monitor, and Samantha said we could, well let me go to the next one. Sarah said we could also do movement. Now movement is terrific if it doesn't lead to management problems.

01:35:04

Dr. Archer: And it's a good reminder to us that every academic decision comes with it a behavioral decision. These are like locked together for eternity. There is never a time that we don't have to think about both of them. For example, one day I'm teaching in kindergarten and the kids have learned SH, and the teacher has a list of words we're to sound out. Where did that mind go? I don't know. So and the word was dash, okay. The word was dash, and after it she made a note she said, after you do this word just have the kindergarten children dash around the room. You know, and I sat there thinking about this, and I said, I think not. Cause could that lead to management problems, yes or no everyone? Yes. So I said, children put out your arm it's a road, now make a person and dash down the road, dash down the road.

01:36:01

Dr. Archer: We got all the glory and no management problems, but some cases movement is appropriate, where we have like in high school huddled discussion groups in four corners. Movement then is very appropriate, so what this showed me is that you have a great deal of knowledge in this area, and our job then is to ensure that all of our staff has it, but most importantly that it's used consistently. Because I don't know how many children particularly in middle school and high school say, you know, it's just boring, it's just boring, it's just boring. And when it comes down to it it's not that it's boring in the content, it is that they are not actively present cognitively, that they are not here. and that requires active participation for that to happen. Now we're gonna look at one more thing, and it's right across from that in slide number 12.

01:37:01

Dr. Archer: And so I do want you to note if you have an iPad now I have a doc camera I could have walked around with a piece of paper, but if I have an iPad and a connector I was able to walk around and put up your ideas with great ease using just a note. There is lots of, I could have done it with my handwriting but it's, it's a little bit easier to read it in typing on an iPad. So occasionally I'll just use my iPad just as a reminder of ways that we could use it if we have one. And so going back to the PowerPoint, let's see if I can get this up, and...so looking right there.

01:38:00

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Dr. Archer: We just use a strategy that I bet everybody in this whole room knows, which is what everyone? Think, pair, share. Okay and, but you know, we're gonna find that almost every good practice could be even tweaked a little bit better to make it even more effective. So for example did I have you just think about responses, or did have you think and record? Which one everyone? Think and record, I am totally unable to monitor thinking. I am not able to say, I hadn't thought of it can you really explain that? Honey where are you? So, and the problem there is also I can't hold you accountable, so I had you think, and also what everyone?

01:39:02

Dr. Archer: Record, and then I had you pair up. But I think it's possible that even in Virginia that some children don't listen to their partner, so I asked you to write down your partner's best ideas. And if occasionally I said, Sarah what was your partner's best idea? Kenneth what was your partner's best idea? Caroline can you share you partner's best idea, and if I did that four or five times a week would the students think that they should like listen to their partner, yes or no everyone? And also it is risk free, cause I can say well remember this is Amanda's answer if it's stupid. And so, and then sharing. Now most teachers go around the room and say, what's your answer and your answer and your answer and your answer and your answer and your answer and your answer and your answer and your answer and your answer and your answer and your answer?

01:40:00

Dr. Archer: And could in that pursuit through 30 children, could someone get bored yes or no everyone? And so let's face it it'll be you, and so instead I did exactly what I find useful for you to do, is that while you are thinking I was moving around the room writing down not your idea, just your idea but your name. And when you were sharing with your partner I continued that process writing down your idea and your name. it could be if you had a overhead which we've seen here this morning, you could write it on a transparency if you have a doc camera, which I believe is the most effective of all technology in a classroom for it's ease of use and high use would be a doc camera, or an iPad for writing down their idea and their name. But let's just think about that, why would I include this as a very good inclusive practice? Is it possible that some of those lower performing students aren't hand raisers?

01:41:02

Dr. Archer: Could that happen yes or no? So they're often not a full participant, but if I'm walking down writing down their idea and name and put it on the screen is it possible that they reluctant or passive child might subsequently be a more willing participant seeing their name honored on the screen, yes or no? This is such a little thing, but if teachers just took this one thing away it makes a difference. Every time we brainstorm write down idea and name, and putting it up so everybody can see it to gather more kids

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in. Particularly in the middle school and high school where you've had some students that are sort of cognitive drop outs. Getting the more engaged. But, when we went to sharing then instead of going around the room I just put that up on the screen. It's more effective, it's more efficient. But also there is a benefit, I wanted to categorize your ideas into verbal, written and action.

01:42:01

Dr. Archer: But if I had gone around the room it would have been total random order, so this allows me to organize it for my kids cognitively. To, and maybe this never happens in Virginia high schools, but I've been in high schools and middle schools where some children raise their hand to give an answer with no intent to add to the richness of our class discourse, but rather to get either laughter from their peers or a rise from their teacher. True? This can even happen in Virginia, here is a perfect example of why I do this in high school. So one day I am teaching ninth grade English, and it is a unit on mythology, and I've introduced the parts of the words in mythology and I said, I want you to write down other words that end in ology, and so the students are writing down words.

01:43:01

Dr. Archer: I got my paper and I'm going around writing down their ideas, and I come to the first student, and the first item on his list is gynecology. Now think about 9<sup>th</sup> grade and a kid raising their hand and shouting out gynecology, see first of all half the class does not know what it is. And now you the English teacher must explain it, and second the other half the class has gone into irretrievable laughter. So this allows you to censor. The second idea that man had was anthropology, oh god such a good idea. Anthropology, went right up on the screen. I'm quite serious about this, I'm teaching some high school classes that it's so hard to get them on center, on topic they are spending all their time trying to make their peers laugh, trying to be Seinfeld in real time, and so this allows us to bring about some decorum in our class.

01:44:06

Dr. Archer: Well we are going to take a little break, don't get up yet. No, because I went to the restroom it's small, I want to get there first. But, so looking up here and we think we have this working? No, okay when we come back, so you're going to have a 15 minutes break. And our time this morning is just speeding ahead, of course I prefer that. raise your hand if you like speed ahead, yes good. And so you're going to have a 15-minute break. Don't get up yet, and so one of the best uses of iPads actually is just some of the utilities available, and one of them is multiple clocks and timers.

01:45:02

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Dr. Archer: So this is the one that I often use when I am in a class, and where are you? There you are, and it's going to tick away the 15 minutes, and so you need to, I do not know why. It doesn't want to do that, well I'll tell you what, see why it isn't, okay. Tell you what, but it was that way it still didn't change it. So I will fix it cause we've got tech help, and double tech help, and so I'm going to just mark it on my watch and so you need to be back at eleven o'clock.

01:46:02

Dr. Archer: So that we can cover as much as we can before lunch, you're delightful. When you get back you're gonna share best practices, so be sure something is written down. Enjoy your break.

[Tape ends]